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ABSTRACT

This long-range, comprehensive plan for early childhood education in Alaska focuses on providing environmental surroundings conducive to learning for children aged 3, 4 and 5. Topics covered are: (1) needs, objectives and activities--projected numbers of students (age and grade distribution, school distribution), early childhood education programs, 1971 (kindergartens, Head Starts); (2) evaluation of program outcomes; (3) strategy for early childhood education--early childhood programs, components and activities (community, State and training components, multiple funding analysis); (4) decision-making relationships; and (5) proposed work plan. Estimated numbers of 3-, 4- and 5-year-old children in Alaska are provided in an appendix. (KM)

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A LONG–RANGE, COMPREHENSIVE PLAN FOR EARLY CHILDHOOD EDUCATION IN ALASKA

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I. PREFACE

A major planning effort for early childhood education in Alaska was conducted in 1971 by the Northwest Regional Educational Laboratory under contract with the Department of Education, State of Alaska.

The key members of the planning and writing group were Alaskans, as listed on the cover. These people also became the leaders for workshops held in various Alaskan sites.

This document presents a long–range, comprehensive plan for early childhood education in Alaska. These are really the beginnings, since there should be annual revisions to the plan as decisions are made and programs are instituted.

These ideas should be considered tentative for several reasons: (1) the design of any early childhood education program specifically resides in the neighborhood and community, (2) the implementation of any given model is based upon its adaptability to local environment and conditions and (3) the ideas presented are based on a current state of knowledge which will become enriched and expanded as they are used in the Alaskan settings.

Other documents have been prepared as a part of the statewide planning for early childhood education, including "Program Alternatives in Early Childhood Education" and "Alaska Model for Early Childhood Education (Ages 3-4-5)."

II. INTRODUCTION

The broad goals for early childhood education include the following, which have been adapted from a working paper from the Alaska Department of Education, December 1970:

> Good educational programs for young children should take place in learning environments that foster each individual's unique patterns of growth and development. Good educational programs for young children should be planned, operated and evaluated by adults who know the nature of children, how they develop and how they learn. These adults should recognize that each child is different, and that each child's physical, emotional, intellectual, aesthetic and social development is interrelated and interdependent; they know that each individual functions as a total being, and that any malfunctioning in any one of the five aforementioned broad areas interferes with the proper functioning of the others. Good early childhood education programs provide for fulfillment of both physiological and socio-psychological needs in a safe, healthful, child-oriented environment equipped with appropriate supplies, materials and furnishings. By providing for the needs of young children in this manner, the adults are not only providing for the child's immediate needs, but are also simultaneously developing a sound basis for each child to realize self-fulfillment in the future.

An early childhood education system in Alaska should proceed systematically to provide optimum growth and development experiences for all children from ages 0 to 8 in a comprehensive, phased program utilizing a variety of funds and resources in a coordinated manner. In this document, focus is placed upon providing environmental surroundings conducive to learning for children aged 3, 4 and 5.

Early childhood education has been identified as a high priority area in Alaska and in the lower United States over the past several years. The need has been expressed repeatedly by community, professional, governmental and

other groups. This early childhood education plan for Alaska emphasizes the optimum conditions for growth and development for all children, while the early impetus of such programs was based upon the overcoming of deficits brought about by a variety of deprivations--economic, social, and cultural.

The feasibility of providing early childhood education has been adequately demonstrated in Alaska, as well as in other states. Significant numbers of children in Alaska have attended early childhood programs through Head Start and other organizations. These programs have been planned and carried out in small, remote villages as well as in the cities. Early childhood education programs are feasible in any community in Alaska.

This long-range plan is presented in several sections:

- Needs, objectives and activities for Alaskan early childhood education.
- Program outcomes, including child growth and development objectives and criteria for assessing impact and success.
- Strategy for early childhood education, including community, state and training components and activities, and decision-making relationships through organization and administration.
- A time-phased work plan, including priorities for program initiation, fiscal analyses and evaluative feedback procedures.

III. NEEDS, OBJECTIVES AND ACTIVITIES

Needs, objectives and activities for early childhood education in Alaska are presented in two ways in this section: (1) Those activities in which young children should participate to meet stated objectives and (2) a projection of the numbers of children identified in various types of communities in Alaska.

The presentation of needs, objectives and activities, as shown in Table 1, are taken directly from the document "Alaska Model for Early Childhood Education (Ages 3-4-5)," in which there is an expanded discussion of these programmatic considerations.

Projected Numbers of Students

The task for estimating and projecting the sizes of age groups can be approached in at least two ways: (1) the size of the age group or (2) the size of the school enrollment. The consequences of the choice are dramatic if an incremental cumulative percentage growth is projected.

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Table 1

NEEDS, OBJECTIVES AND ACTIVITIES IN EARLY CHILDHOOD EDUCATION

A. NEED: To help each child build and maintain a positive self-concept.

Objectives:	Activities:
Frequent success experiences	Furnish frequent chances for success attuned to his own level of growth and development
Positive, self-correcting feedback from adults, children, and materials	Encourage the child to learn about self through the use of many types of materials, equipment, and activities
Association with responsive adults	Provide adults who respect and understand individual differences, human dignity, and the need for achievement
Enrich cultural heritage	

B. NEED: To help each child to develop social competency

Objectives:	Activities:
Learning from adult models	Thoughtful, sincere adults to act as models for children
Large and small group living skills	Time for learning about self and others through group living

- to learn how one's behavior is accepted by others
- to learn how different behavior affects individuals and groups as a whole
- to learn about self through the guidance of adults trained in early childhood education

Time for learning specific social amenities

- learning to listen to others
- learning to take turns at sharing equipment and materials
- learning through the use of audiovisual materials
- learning to be courteous and thoughtful of others

Children to assume responsibility for assisting in such things as table setting, cleaning up their "messes," and reshelving toys

Freedom to solve interpersonal conflicts without immediate adult interference

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C. NEED: To provide each child with the opportunity for creative self-expression

Objectives:	Activities:
Self-expressing, creative activities	Self-development through the use of a variety of art and music experiences

Aesthetic experiences in art, music, etc.	Learn about arts and crafts through field trips, special visitors, and audiovisual materials

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D. NEED: To help each child develop understanding and appreciation of his culture

Objectives:	Activities:
Parental involvement in policies, practices, decision making, and teaching of early childhood education	
Preparation for responsible citizenship	Time for learning democratic principles through experience, books, audiovisual materials, class and school rules and regulations, and teacher attitudes and models
To appreciate the world around them	Opportunities to learn about the immediate neighborhood and surrounding community through field trips, classroom visitors, audiovisual materials

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E. NEED: To help each child develop a sense of self-direction and responsibility

Objectives:	Activities:
Self-discipline	Time and freedom to learn through living within the educational environment - opportunity to experiment with adult standards through dramatic play - opportunity to experience other children's standards of behavior
Self-directing, problem-solving activities	Opportunities for making choices throughout the daily program between a variety of activities and materials

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F. NEED: To help each child acquire and maintain health and physical well-being

Objectives:	Activities:
Diagnose and correct individual health problems	
Provide nutritious meals and snacks	Learning about nutrition through involvement in planning and preparation of meals and snacks
Establish good personal health habits	

Provide physical activities which promote muscular development	Scheduling intermittently, activity and quiet periods in the daily schedule Opportunity for large muscle development - use of specifically designed equipment and play areas - use of rhythmic activities, games, stunts, etc. Opportunity for small muscle development - use of selected equipment and supplies for manipulation purposes - use of finger plays Romping, zestful self-releasing physical activity

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G. NEED: To help each child develop knowledge and broaden intellectual horizons

Objectives:	Activities:
Develop knowledge and learning skills	Time for adults to observe children and to give each individual the affection, acceptance, achievement, and authority needed for his self-improvement Preplanned curriculum which makes provisions for individual differences and offers challenges for each child

The development of knowledge and understandings through the use of books, adult visitations, audiovisual materials, field trips, etc.

Incidental learnings during the daily routine which give experience in arithmetical concepts, scientific learnings, and reading readiness

Planned interest centers with appropriate materials for concept formation, dramatic play, manipulative play, etc.

H. NEED: To help each child develop communication skills

Objectives:	Activities:
Communication with adults	Time for communication with adults - time for planning, evaluation and informal discussions - time for listening to records and tapes - time for listening to stories being read or told - time for the use of audiovisual equipment
Peer interaction	Time for interaction with peers throughout the daily schedule

	- time for dramatic play - time for informal group experiences - time for developing experience charts - time for singing and choral speaking activities
Language concept development through listening and speaking	Time for entering into planned language development activities - listening games - labeling activities - using tape recorders and Language Masters - picture reading activities

For example, the following was the age and grade distribution of five ages and grades as of March 2, 1971.[1]

Age Distribution			Grade Distribution		
6 years	7072		Grade 1	8280	
7 years	7862		Grade 2	7898	
8 years	7502		Grade 3	7575	
9 years	7654		Grade 4	7374	
10 years	7424		Grade 5	7201	
Average	7502		Average	7666	
Average Change		No pattern + 88	Average Change		+267
Percent Change		1.4%	Percent Change		3.4%

The differences in patterns could be the effect of a real difference in the size of the age group. However, a more probable explanation is a "stacking" of students in earlier grades.

Based upon age distribution, there would be no projected pattern of increase in size of the age groups. The best estimates of the projected sizes of the early childhood education age groups would be:

	1972	1973	1974	1975	1976
5 year olds	7502	7502	7502	7502	7502
4 year olds	7502	7502	7502	7502	7502
3 year olds	7502	7502	7502	7502	7502

Based upon grade distribution, there would be a projected pattern of increasing size of the age groups at the rate of 3.4 percent. The best estimates of the projected sizes of the early childhood education age groups would be:

[1] Correspondence with Keith J. Anderson, Coordinator, Office of Planning and Research, Department of Education.

	1972	1973	1974	1975	1976
5 year olds	7666	7927	8196	8475	8763
4 year olds	7927	8196	8475	8763	9061
3 year olds	8196	8475	8763	9061	9369

For projections used herein, the age pattern was selected for several reasons:

1. Simplicity. Each of the three age groups can be treated as being the same size.
2. Easy Updating. Revisions will be more easily accomplished when census data becomes available.
3. Program Policy. Children are admitted and progress in early childhood education programs based upon an age criteria, rather than an achievement criteria.

Distribution of Students in Sizes and Types of Schools

The numbers and distributions of early childhood education age groups was prepared for each school in Alaska with kindergartens and/or first grades, and an estimated number of students was extrapolated downward from the primary grades. It was assumed there are equal numbers of students in each age group--three-year, four-year and five-year old children.

The results of this procedure of estimation on a school-by-school basis is shown in Table 2 and the attached data lists (Appendix A). It should be noted that the total number per age group (7,176) is slightly less than that from the gross projection (7,502).

Table 2

PROJECTION OF EARLY CHILDHOOD POPULATIONS
IN TYPES OF ALASKAN SCHOOLS, 1971

Type of School	Number of Schools	Number of Children	Number of Schools in Age/Size Categories 0-5	6-10	11-15	16+
Borough School Districts	97	4572	14	8	7	68
City School Districts	17	351	1	3	4	9
State-Operated Schools	124	845	79	20	10	15
On-Base Schools	10	895	0	0	0	10
Bureau of Indian Affairs' Schools	53	513	21	22	6	4
Total	301	7176	115	53	27	106

Projections resulting from this analysis are:

Age Group	1972	1973	1974	1975	1976
5 year olds	7176	7176	7176	7176	7176
4 year olds	7176	7176	7176	7176	7176
3 year olds	7176	7176	7176	7176	7176
Total	21,528	21,528	21,528	21,528	21,528

Two points seem particularly pertinent from Table 2:

1. Borough school districts include most of the children, and these children terd to be within a school attendance area with classroom size groups.

2. Over one-third (115) of the schools are very small, with less than five in each age group. Programming for children in these small communities will probably be different in nature from that in larger communities.

Early Childhood Education Programs, 1971

The picture of the need for early childhood education is completed in terms of the discrepancy between the programs provided and the numbers of children projected at kindergarten and prekindergarten levels, as shown in Table 3, and summarized below:

Kindergartens

- Of 28 school districts (city and borough), 19 provide full kindergartens, 9 do not, with approximately 80 percent of eligible children enrolled.
- Of 122 State-Operated Schools, 9 schools offered kindergartens for approximately 250 children.
- Of 10 On-Base Schools, kindergartens were available for all students.
- Of 53 Bureau of Indian Affairs' Schools, approximately 5 had kindergartens as a part of the school.

Head Starts

Information concerning Head Start programs operated by RurAL CAP during the 1970-71 school year is also reported in Table 3. These data were missing or incomplete for borough and city school districts, so no projections are included. The picture for three- and four-year old children is quite complex, due to emerging programs of volunteer centers, day care centers and private and parochial programs.

Table 3

ESTIMATED DISCREPANCY BETWEEN PROGRAMS AND PROJECTED POPULATIONS, 1971

	School Districts	State-Operated Schools	On-Base Schools	Bureau of Indian Affairs' Schools
Number	28	122	10	53
Number with kindergartens	19 3812 children	9 250 children	10 895 children	5 180 children
Number without full kindergartens	9 760 children	113 644 children	0	48 333 children
Number with Head Starts	*	13 254 children	0	20 551 children
Number without Head Starts	*	109 143 children	0	33 475 children

*Missing or incomplete data.

In summary, large numbers of children are in need of early childhood education programs. Many of these children are found in borough and city school districts. Also, many are found in the small villages of rural Alaska.

IV. EVALUATION OF PROGRAM OUTCOMES

Three types of outcomes should be evaluated as an integral part of the plan for and implementation of early childhood education: (1) short-term outcomes for a child in the program, (2) long-term outcomes for children who have experienced the programs and (3) impact outcomes upon families, communities and personnel in educational agencies.

Short-term Outcomes. The assessment of the behavior of children as they experience activities and perform tasks in early childhood education programs should be the short term and annual evaluation of an early childhood education program. These specific outcomes are for specific children with the framework of needs, objectives and activities shown in Table 1.

Certain outcomes, such as skill areas, can be precise statements which specify anticipated responses and performance levels. Other important outcomes, such as a positive self-image, may best be inferred from statements with anticipated responses but without performance levels.

Long-term Outcomes. The degree to which children in an early childhood education program are successful will be in terms of longitudinal analyses (1) the degree to which the needs and objectives are met, (2) the degree to which changes in social and educational indices occur in relation to the program and (3) the cost/effectiveness of the program.

The advantages of early childhood education are clearly seen from a

variety of experimental programs.[2] In the opinions of most parents and professionals, early childhood education holds great promise. Effectiveness data and information is still accumulating from massive programs such as Head Start.

A series of indices must be identified within Alaska to be used as longitudinal indicators of effectiveness. For example, indices might include such things as changes in family-child relationships, educational achievement, physical development, parental and community sense of involvement and so forth.

In addition to measures of effectiveness, measures of cost increments for those benefits must also be derived. Such analyses are difficult at this time due to lack of effectiveness data. Cost analyses show extreme variations in costs per pupil. The Alaska RurAL CAP cost is $813 per pupil per 1970-71 year, while other programs range up to several thousand dollars per pupil per year. However, it is unknown whether those programs with heavier dollar investments result in significantly greater benefits.

Impact Outcomes. The initiation and/or expansion of a program in early childhood education will probably have direct effects upon families, including parents, other children and youth, and other adults in the households. Community impacts may also occur which will need analysis such as changes in health, nutrition and health habits. The program will most likely impact upon most

[2]A companion discussion document by Verna Carlsen Rogers entitled "Program Alternatives in Early Childhood Education" is used to explore these experimental programs.

educational agencies such as the elementary school and college and university system, among others. In addition, the programs of all child-related agencies, such as health and welfare, will be affected at all government levels.

The policies, criteria and guidelines for evaluation of the short-term, long-term and impact outcomes of early childhood education programs are probably best designed at the State level, as a part of the leadership and coordination function of the State.

V. STRATEGY FOR EARLY CHILDHOOD EDUCATION

The recommended strategy for implementing early childhood education in Alaska is to develop a long-range, comprehensive plan. This section of the plan includes early childhood education programs, components and activities and a multiple funding analyses.

Comprehensive Strategy

A long-range, inclusive strategy for early childhood education is presented in this plan. Other alternatives are probably available, but are not presented herein, because:

1. The growth and development of young children is primarily the responsibility of the parents, along with the support of social, health and educational agencies in the community and state.
2. The responsibility of support services to homes for growth and development of young children has grown largely through federally-funded projects to a variety of local agencies rather than through careful programmatic planning.
3. Existing state legislation and codes do not define a responsibility or a potential for educational support services for preschool children.
4. The implementation of a major program in early childhood education must be made accountable in terms of parents, communities and relative value in competition for scarce resources.
5. Multiple funding sources are potentially available for a

comprehensive program. Multiple funding can both prevent unnecessary duplication and increase the possibilities of "multiplier" effects.

6. Each social and governmental agency can be a cooperative participant in the plan and its implementation, rather than a competitor for programs and funds.
7. Research and evaluation of early childhood education programs is facilitated through a comprehensive plan and enables both cost/progress and cost/effectiveness analyses.

Early Childhood Programs, Components and Activities

Activities in early childhood education are presented for community, state and training components.

Community Component. The most important part of any early childhood program is when and where growth and development experiences for children are provided--in families, communities and/or schools.

Crucial activities in early childhood education in communities include:

1. Parental activities which are carried out with children as a part of planned activities.
2. Parental involvement in establishing policies.
3. Structured, sequential educational experiences for individual children and groups with adults and materials in a variety of situations.
4. Community centered, child diagnostic services, including educational, health, nutrition, medical, dental and so forth.

5. An orderly community procedure for maintaining the program in relation to external agencies and groups. For example, the application for and receipt of funds, availability of human and materials resources, training and technical expertise, reporting and accountability procedures and so forth require a local design.

6. A carefully designed relationship between the early childhood education program and the school program in each community, as developed by parents, community leaders and professionals.

State Component. A series of state-level activities are needed for the successful implementation and maintenance of an early childhood education program in Alaska:

1. Establish legislation which enables the State of Alaska to enter into the planning and operation of early childhood education by an extension of the foundation program to a lower age.

2. Establish and define, at the state level, means for coordinating all state services which focus upon young children, including health, education, welfare and others.

3. Establish and maintain a series of guidelines and standards for early childhood education, including such things as the licensing and certification of personnel, approval of training programs for teachers and teacher assistants and health and safety standards for public and private early childhood centers.

4. Identify and maintain fiscal resources for early childhood education programs from multiple state and federal funding bases, including

Head Start, Title I of ESEA and state resources, among others.

5. Establish and maintain data and information about the effectiveness of early childhood programs.
6. Review, revise and update the comprehensive plan for early childhood education.
7. Establish and maintain human and material resources for early childhood education.

Training Component. A major determinant of the success of an early childhood education program rests upon the training of the people who will participate in the program. The kinds and varieties of materials, equipment and activities are all subject to the decisions of those who use them.

Preparation programs for early childhood education must focus on:

1. Training to meet the objectives of the early childhood program.
2. Training to recognize the contributions of other adults and groups to the early childhood education program.
3. Enabling the individual participant to enter a career lattice of training, ranging from parental participation to certification in early childhood education.
4. Training local policy, decision-making and coordinating committees and boards.

Preparation programs should occur in a variety of settings, including local communities, regional centers and colleges and universities. The type of training and a typical site, although not limited to the site, include:

Type of Education	Typical Site
Parent participants	Local community and/or a regional center
Teacher assistants	Regional center and/or college or university
Teachers	College or university and/or community
Early childhood specialists	College or unviersity and/or community
Inservice training	Local community or regional center

The specifics of training will become explicit as the program design decisions are made.

Multiple Funding Analysis

The problems of funding a comprehensive plan for early childhood education in Alaska may be to a large degree the creative focusing of a variety of resources upon the high priority area of early childhood education, rather than creating new resources.

Kindergarten programs are currently optional for funding under the basic school support formula. It is conceivable that programs for all five-year old children could be carried out in this manner, if definitions of programs are sufficiently flexible for both small rural groups as well as class size groups.

The following is a beginning listing of educational titles of federal programs which may be used for some phase of the early childhood education program:

Programs	Topics
Educational Professions Development Act, Part C and D	Bilingual Personnel Training Career Opportunities Training Improving Pupil Achievement in Poverty Areas Early Childhood Education Personnel Training
Head Start	Early Childhood Education
Elementary and Secondary Education Act	Title I--Disadvantaged Title II--Library, Instructional Materials Title III--Supplementary Centers Title VII--Bilingual Children (3-10) with Limited English
Handicapped Children	Title VI--Educational and Related Services -- Preschool Handicapped
National Defense Education Act	Title III--Equipment and Materials

In addition, many other potential sources may be found in manpower programs, adult and basic education, welfare programs and others.

Specific guidelines as well as coordination between and among both state and federal agencies could result in the expeditious and synergistic delivery of greatly needed services.

VI. DECISION-MAKING RELATIONSHIPS

The comprehensive plan for early childhood education in Alaska should capitalize upon the strengths of a variety of legal and advisory groups in Alaska, as well as initiating clearly delineated roles and responsibilities for each new and existing group.

The legal structure for decisions about early childhood education, as shown in Figure 1, proposes utilizing the existing legal bodies at the state and local levels, including the State Board of Education, the Department of Education and local corporate bodies such as Boards of Education, RurAL CAP and others. Private centers may also perform this function.

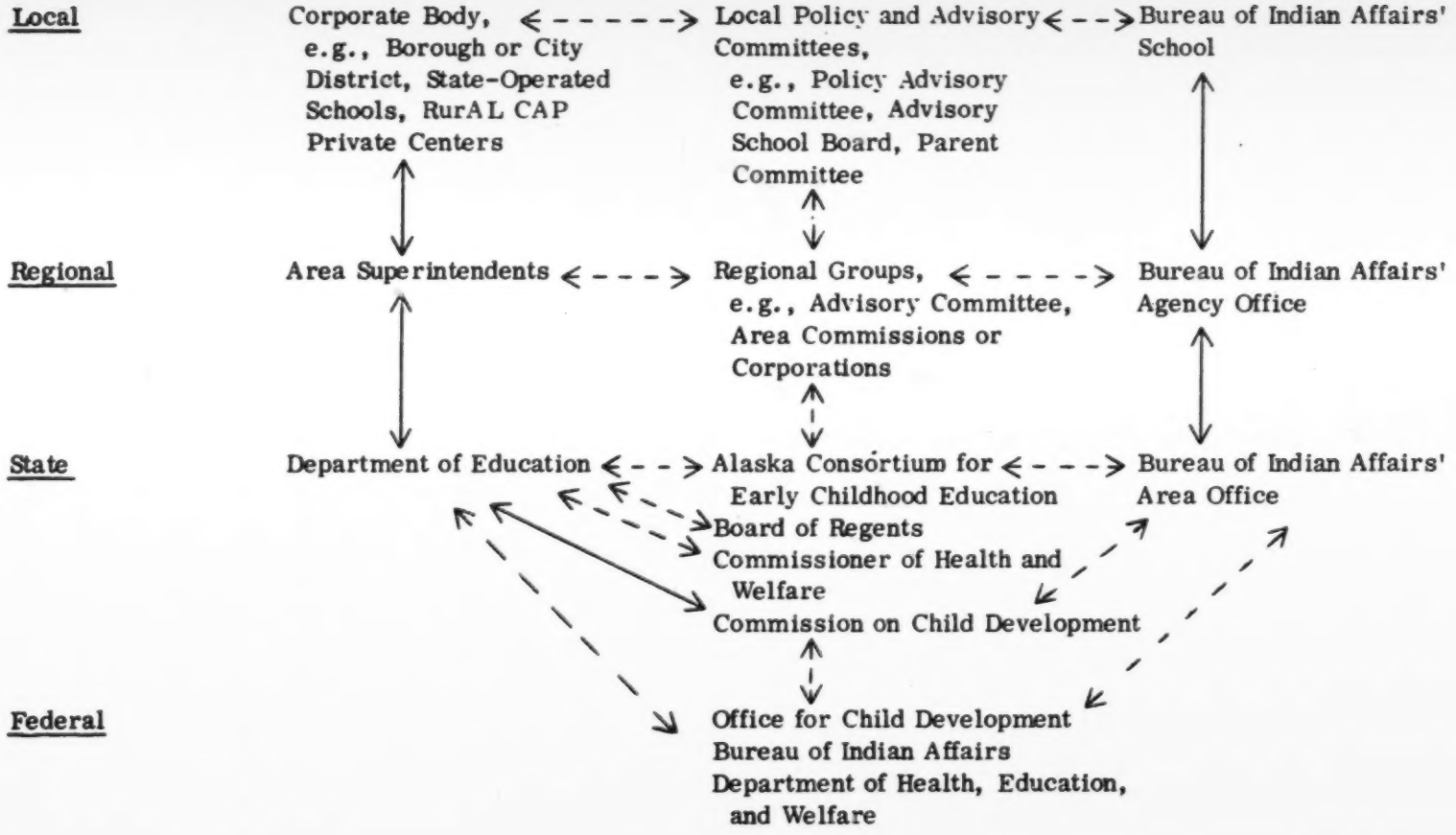
Local corporate bodies, such as local education agencies, should plan, implement and evaluate early childhood education programs as agents of the state, in a manner similar to school district operations. An area or regional level may be highly desirable for various sections of Alaska which will bring decisions closer to communities and build upon the strengths of evolving areas in the State-Operated Schools, the Alaska Federation of Natives, RurAL CAP and so forth.

A parallel structure must be devised whereby all groups who have either vested interests, expertise or support services can advise and expect a response from the legal structure.

Parents have been specifically included as advisors in the guidelines for Head Start and Title I--ESEA programs, and the pattern is proposed herein.

Figure 1

LEGAL AND ADVISORY GROUPS FOR EARLY CHILDHOOD EDUCATION


Local
Regional
State
Federal
Corporate Body, e.g., Borough or City District, State-Operated Schools, RurAL CAP Private Centers
Local Policy and Advisory Committees, e.g., Policy Advisory Committee, Advisory School Board, Parent Committee
Bureau of Indian Affairs' School
Area Superintendents
Regional Groups, e.g., Advisory Committee, Area Commissions or Corporations
Bureau of Indian Affairs' Agency Office
Department of Education
Alaska Consortium for Early Childhood Education
Board of Regents
Commissioner of Health and Welfare
Commission on Child Development
Bureau of Indian Affairs' Area Office
Office for Child Development
Bureau of Indian Affairs
Department of Health, Education, and Welfare

The intent should not be to proliferate the number of local advisory groups; instead, the advisory groups should have increasingly well defined roles and responsibilities for education as a community function, rather than as a single segment of education such as early childhood education, Title I education and so forth. A specific training program for such advisory committees may be appropriate.

A Commission on Child Development is a key suggestion in the decision-making structures for early childhood education in Alaska. It is recommended that a legislative bill be drafted to create an eleven-man Commission on Child Development to include at least six parents with children currently enrolled in an early childhood education program and at least one representative each from the Department of Education and the Department of Health and Welfare. The Commission should advise the Commissioner of Health and Welfare and the State Board of Education by (1) functioning as child advocates, (2) recommending coordination of health, education and welfare programs and (3) recommending policies and procedures regarding child development portions of health, education and welfare programs. The membership of the Commission should be jointly appointed by the State Board of Education and the Commissioner of Health and Social Services.

VII. PROPOSED WORK PLAN

It is suggested that a series of events and actions be taken within the Department of Education to further the refinement of this long-range plan and to initiate the next steps necessary to implement programs throughout Alaska.

September
- Receive Long-Range Plan, and adopt, revise or reject the Plan and associated documents as planning documents for the Department.
- Activate an ad hoc committee for early childhood education in Alaska as an interim group prior to the Commission on Child Development.

October
- Seek endorsement of the philosophy and rationale of the Plan and associated documents by the Alaska Consortium for Early Childhood Education.
- Initiate the specific training plans for program design, program approval and certification and licensing procedures.
- Initiate legislation development, including the creation of a Commission on Child Development and enabling legislation for State entry into preschool education.
- Initiate a financial analysis of state, federal and local resources.

November
- Establish a series of standards and procedures for early childhood education, including health and safety standards

in conjunction with the Commissioner of Health and Welfare.

- Expand consultant and program expertise availability to local education agencies to prepare highly specific program proposals for each community.
- Initiate a monitoring and evaluation task force within the Department of Education.

January

- Revise the Long-Range Plan with information, from above, and plan for initial implementation planning for specific programs such as Sesame Street, toy lending libraries, bilingual programs, training programs appropriate for each early childhood education program, additional Head Start type programs and so forth.

APPENDIX A

ESTIMATED NUMBERS OF THREE-, FOUR- AND FIVE-YEAR OLD CHILDREN IN ALASKA

Early Childhood Education for Alaska

CODE SHEET

CC	Item	Codes
1-6	Identification number	XXXXXX
7-8	Blank	
9-30	Place (school) name	
31	Blank	
32	School organization code	1 = Borough 2 = City 3 = Onbase 4 = SOS 5 = BIA 6 = Nonproprietary 7 = Proprietary 8 = Denominational 9 = Unknown, Other
33	Type of school	1 = Elementary 2 = Secondary 3 = Early Childhood Education Center 4 = Combined elementary and secondary 7 = Special 8 = Other 9 = Not applicable
34-35	Blank	
36	Head Start	1 = Yes 2 = Yes, for some 3 = Requested 4 = Interested 5 = Local funds 6 = Other funds 9 = Unknown
37	Blank	

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CC	Item	Codes
38	Kindergarten	1 = For all 2 = For some 3 = None 8 = Other funds 9 = Not applicable
39-41	Blank	
42-43	Title I Poverty Index	
44-45	Blank	
46	Region	
47	Blank	
48-49	Election District	
50-52	Blank	
53	Category for Number of Children Ages 3, 4, 5	1 = 0-5 2 = 6-10 3 = 11-15 4 = 16+ 9 = Not applicable
54	Blank	
55-57	Number of Students Per Age Group if over 16	(Right justify)
78	Fiscal Year	1 = 1971
80	Card Sequence	1

BOROUGH ELEMENTARY SCHOOLS

040007	ABBOTT LOOP ELEM	11		1	2	08	4	040
040008	AIRPORT HEIGHTS ELEM	11		1	2	08	4	080
040042	BIRCHWOOD ELEM	11		1	2	08	4	040
040034	CAMPBELL ELEM	11		1	2	08	4	080
040029	CHESTER VALLEY ELEM	11		1	2	08	4	080
040039	CHINOOK ELEM	11		1	2	08	4	040
040009	CHUGACH ELEM	11		1	2	08	4	040
040050	CHUGIAK ELEM	11		1	2	08	4	040
040100	COLLEGE GATE ELEM	11		1	2	08	4	040
040021	CREEKSIDE PARK ELEM	11		1	2	08	4	040
040010	DENALI ELEM	11		1	2	08	4	080
040031	EAGLE RIVER ELEM	11		1	2	08	4	080
040011	FAIRVIEW ELEM	11		1	2	08	4	080
040033	GIRDWOOD ELEM	11		1	2	08	2	007
040110	GLADYS WOOD ELEM	11		1	2	08	4	040
040012	GOVERNMENT HILL ELEM	11		1	2	08	4	080
040013	INLET VIEW ELEM	11		1	2	08	4	040
040014	LAKE OTIS ELEM	11		1	2	08	4	080
040015	MOUNTAIN VIEW ELEM	11		1	2	08	4	120
040043	MUIRHOOD ELEM	11		1	2	08	4	080
040016	NORTH STAR ELEM	11		1	2	08	4	080
040035	NORTHERN LIGHTS ELEM	11		1	2	08	4	040
040026	NORTHWOOD ELEM	11		1	2	08	4	080
040017	NUNAKA VALLEY ELEM	11		1	2	08	4	080
040044	O'MALLEY ELEM	11		1	2	08	4	080
040120	OCEAN VIEW ELEM	11		1	2	08	4	040
040130	PTARMIGAN ELEM	11		1	2	08	4	040
040024	RABBIT CREEK ELEM	11		1	2	08	4	040
040028	ROGERS PARK ELEM	11		1	2	08	4	040
400018	SAND LAKE ELEM	11		1	2	08	4	040
040025	SCENIC PARK ELEM	11		1	2	08	4	040
040140	SUSITNA ELEM	11		1	2	08	4	040
040150	TAKU ELEM	11		1	2	08	4	040
040046	TUDOR ELEM	11		1	2	08	4	080
040160	TUNDRA ELEM	11		1	2	08	4	080
040019	TURNAGAIN ELEM	11		1	2	08	4	080
040023	WILLOW ELEM	11		1	2	08	4	080
040022	WILLOW CREST ELEM	11		1	2	08	4	080
040049	WONDER PARK ELEM	11		1	2	08	4	080
040020	WOODLAND PARK ELEM	11		1	2	08	4	080
581010	KING SALMON ELEM	11	4	3	3	13	2	006
581021	NAKNEK ELEM	11	4	1	3	13	3	014
581030	SOUTH NAKNEK ELEM	11	4	3	3	13	2	008
451020	HOUGHTALING ELEM	11		1	1	01	4	040
451030	MAIN ELEM	11		1	1	01	4	120
451040	WHITE CLIFF ELEM	11		1	1	01	4	120
418020	AUKE BAY ELEM	11		1	1	04	4	040
418030	CAPITAL ELEM	11	3	1	1	04	4	040
418045	GASTINEAU ELEM	11		1	1	04	4	080
418050	GLACIER VALLEY ELEM	11		1	1	04	4	080
418060	HARBORVIEW ELEM	11		1	1	04	4	080
358020	HAINES ELEM	11		1	1	05	4	040
358010	HAINES HIGH	11		9	1	05	9	000
445050	ANCHOR POINT ELEM	11		3	2	09	3	011
445200	SOR BARTLETT ELEM	11	3	1	2	09	2	008
445070	COOPER LANDING ELEM	11		3	2	09	1	003

445080	EAST HOMER ELEM	11	3	1	2	09	4	040
445085	ENGLISH BAY ELEM	11	4	3	2	09	1	004
445090	HOPE ELEM	11		3	2	09	1	002
445100	KENAI ELEM	11		9	2	09	9	000
445110	MOOSE PASS ELEM	11		3	2	09	1	004
445121	NINILCHIK ELEM	11	3	1	2	09	4	030
445130	NORTH KENAI ELEM	11		1	2	09	4	040
445140	PORT GRAHAM ELEM	11		3	2	09	1	004
445151	SELDOVIA ELEM	11		1	2	09	4	075
445160	SEWARD ELEM	11	3	1	2	09	4	040
445170	SOLDOTNA ELEM	11		1	2	09	4	080
445180	STERLING ELEM	11		3	2	09	3	013
445183	STERLING S SEARS ELEM	11		1	2	09	4	080
445190	TUSTEMENA ELEM	11		1	2	09	3	012
481030	AKHIOK ELEM	11		1	2	11	1	005
481190	CHINIAK ELEM	11		1	2	11	1	003
481200	EAST ELEM	11		1	2	11	4	040
481040	KARLUK ELEM	11		1	2	11	1	003
481070	LARSEN BAY ELEM	11		1	2	11	1	004
481210	MAIN ELEM	11		1	2	11	4	080
481080	OLD HARBOR ELEM	11	1	1	2	11	2	009
481090	OUZINKIE ELEM	11		1	2	11	1	004
481020	PORT LIONS ELEM	11	3	1	2	11	2	007
481110	WOODY ISLAND ELEM	11		1	2	11	9	000
649030	BIG LAKE ELEM	11		3	2	07	1	004
649040	CENTRAL ELEM	11		9	2	07	9	000
649020	GLACIER VIEW ELEM	11		3	2	07	1	005
649050	SWANSON ELEM	11		3	2	07	4	080
649061	TALKEETNA ELEM	11	3	3	2	07	3	012
649065	TRAPPERS CREEK ELEM	11		3	2	07	1	003
649080	WASILLA ELEM	11		3	2	07	4	040
649070	WILLOW ELEM	11		3	2	07	2	009
295020	ALDER ELEM	11		1	4	16	3	011
295030	BARNETTE ELEM	11		1	4	16	4	040
295031	BELLE CREEK	11		1	4	16	9	000
295035	BIRCH ELEM	11		9	4	16	9	000
295037	CHATANIKA ELEM	11		1	4	16	9	000
295050	DENALI ELEM	11		1	4	16	4	080
295040	HUNTER ELEM	11		1	4	16	4	080
295060	JOY ELEM	11		1	4	16	4	080
295080	NORDALE ELEM	11		1	4	16	4	080
295090	NORTH POLE ELEM	11		1	4	16	4	080
295100	SALCHA ELEM	11		3	4	16	3	013
295110	TWO RIVERS ELEM	11		3	4	16	2	007
295120	UNIVERSITY PARK ELEM	11		1	4	16	4	080
814030	BARANOF ELEM	11	3	1	1	03	4	120
814080	CLEAR CREEK ELEM	11		1	1	03	1	002
814040	ETOLIN ST ELEM	11		9	1	03	9	000
814050	FRONT ST ELEM	11		9	1	03	9	000
814060	LINCOLN ST ELEM	11		9	1	03	9	000
814070	MT EDGECUMBE ELEM	11		1	1	03	4	030

CITY ELEMENTARY SCHOOLS

205020	CORDOVA ELEM	21	3	1	2	06	4	040
211011	CRAIG ELEM	21	3	1	1	01	3	011
241020	DILLINGHAM ELEM	21	4	1	3	13	4	030
385020	HOONAH ELEM	21		1	1	05	4	025
400010	HYDABURG ELEM	21		3	1	01	3	007
421020	KAKE ELEM	21		1	1	02	4	020
457010	KING COVE ELEM	21	3	3	2	12	2	009
472010	KLAWOCK ELEM	21	4	3	1	01	2	009
559010	NENANA ELEM	21	3	3	4	15	3	013
610025	NOME ELEM	21	3	1	5	18	4	040
658010	PELICAN ELEM	21		1	1	05	1	004
664010	PETERSBURG ELEM	21	3	1	1	02	4	040
817010	SKAGWAY ELEM	21	3	1	1	05	4	018
919010	UNALASKA ELEM	21		1	2	12	2	009
937020	GROWDEN-HARRISON ELEM	21	4	1	2	06	4	025
970020	WRANGELL ELEM	21	3	1	1	02	4	040
976011	YAKUTAT ELEM	21		1	1	05	3	011

STATE OPERATED ELEMENTARY SCHOOLS
BY SIZE OF GROUP
ORDERED BY POVERTY INDEX

100000	BETTLES FIELD	41		3	01	4	15	1 005
111000	BRADFIELD RIVER	41		3	01	1	01	1 003
116000	BROWNS COURT	41		3	01	3	15	1 005
133000	CAPE POLE	41		3	01	1	01	1 002
136000	CAPE YAKATAGA	41		3	01	2	06	1 001
192000	COFFMAN COVE	41		3	01	1	01	1 002
191000	COLD BAY	41	4	3	01	2	12	1 003
269000	EL CAPITAN	41		3	01	1	01	1 001
291000	EXCHANGE COVE	41		3	01	1	01	1 002
301000	FALSE PASS	41		3	01	2	12	1 001
335000	GILDERSLEEVE	41		3	01	1	01	1 002
355000	GUSTAVUS	41		3	01	1	05	1 001
710000	PORT ALICE	41		3	01	1	01	1 003
834000	SQUAW HARBOR	41		3	01	2	12	1 001
758000	ST JOHNS HARBOR	41		3	01	1	01	1 001
848000	SUNRISE CREEK	41		3	01	1	01	1 001
886000	TENAKEE	41		3	01	1	03	1 001
895000	THORNE ISLAND	41		3	01	1	01	1 003
915000	TUXEKAN	41		3	01	1	01	1 001
950000	WHALE PASS	41		3	01	1	01	1 005
955000	WHITTIER	41		3	01	2	06	1 001
019000	AKUTAN	41		3	06	2	12	1 003
394000	HUGHES	41		3	06	3	15	1 003
601000	NIKOLSKI	41	4	3	08	2	12	1 003
184000	CIRCLE	41		3	10	4	16	1 001
535000	MANLEY HOT SPRINGS	41		3	13	4	15	1 001
946000	WALES	41		3	13	5	18	1 004
679000	PITKAS POINT	41		3	16	3	19	1 003
745000	RED DEVIL	41		3	20	3	15	1 003
917000	TWIN HILLS	41		3	22	3	13	1 002
124000	CANTWELL	41		3	24	3	15	1 005
035000	AMPLER	41	3	3	27	5	17	1 005
166000	CHIGNIK	41		3	27	2	12	1 004
478000	KOBUK	41		3	27	5	17	1 002
169000	CHIGNIK LAGOON	41		3	28	2	12	1 002
232000	DEERING	41		3	29	5	17	1 004
061000	ANVIK	41		3	31	3	15	1 002
172000	CHISTOCHINA	41		3	34	2	06	1 003
748000	RUBY	41	4	3	38	4	15	1 005
328000	GAKONA	41		3	40	2	06	1 004
376000	HOLY CROSS	41	4	3	41	3	15	1 004
526000	LEVELOCK	41		3	41	3	13	1 003
108000	BIRCH CREEK	41		3	43	3	15	1 001
088000	BELKOFSKI	41		3	48	2	12	1 001
655000	PEDRO BAY	41		3	48	3	13	1 002
751000	RUSSIAN MISSION	41	3	3	49	3	19	1 002
752000	CHUTHBALUK	41		3	50	3	15	1 005
214000	CROOKED CREEK	41		3	50	3	15	1 002
587000	NELSON LAGOON	41		3	50	2	12	1 001
652000	PAULOFF HARBOR	41		3	50	2	12	1 001
266000	EKUK	41		3	51	3	13	1 002
820000	SLEETMUTE	41	4	3	51	3	15	1 004
037000	ANAKTUVUK PASS	41	3	3	53	5	17	1 001
841000	STEVENS VILLAGE	41		3	53	4	16	1 002

140000	CHALKYITSIK	41		3	55	4	16	1	003
727000	PORT HEIDEN	41	4	3	55	3	13	1	004
487000	KOKHANOK BAY	41		3	56	3	13	1	005
411000	IVANOF BAY	41		3	58	2	12	1	001
860000	TATITLEK	41		3	58	2	06	1	003
262000	EGEGIK	41		3	63	3	13	1	003
556000	MENTASTA LAKE	41		3	66	2	06	1	003
682000	PLATINUM	41		3	67	3	14	1	003
871000	TANACROSS	41		3	67	4	16	1	001
952000	WHITE MOUNTAIN	41		3	67	5	18	1	001
118000	BUCKLAND	41	4	3	68	5	17	1	001
598000	NIKOLAI	41		3	68	3	15	1	003
859000	TELLER	41	3	3	71	5	18	1	005
247000	DOT LAKE	41		3	80	4	16	1	001
661000	PERRYVILLE	41		3	84	2	12	1	004
190000	CLARKS POINT	41		3	85	3	13	1	001
844000	STONY RIVER	41	4	3	85	3	15	1	003
405000	IGIUGIG	41		3	90	3	13	1	001
253000	EAGLE VILLAGE	41		3	99	4	16	1	002
676000	PILOT POINT	41		3	99	3	13	1	003
592000	NEWHALEN	41	4	3	11	3	13	2	007
034000	ALLAKAKET	41	3	3	15	3	15	2	010
778000	SAND POINT	41	4	3	18	2	12	2	006
502000	KOYUKUK	41	3	3	19	4	15	2	010
811000	SHUNGNAK	41	4	3	30	5	17	2	007
397000	HUSLIA	41		3	35	4	15	2	007
491000	KOLIGANEK	41	3	3	43	3	13	2	009
499000	KOYUK	41	3	3	46	5	18	2	009
448000	KENNY LAKE	41		3	50	2	06	2	011
492000	KONGIGANAK	41	4	3	50	3	14	2	010
202000	COPPER CENTER	41	3	3	51	2	06	2	007
613000	NONDALTON	41	4	3	77	3	13	2	007
565000	MINTO	41	4	3	78	4	15	2	006
894001	THORNE BAY ELEM	41		3	01	1	01	3	015
331000	GALENA	41		3	29	4	15	3	012
171000	CHIGNIK LAKE	41	4	3	30	2	12	3	011
808000	SHISHMAREF	41	3	3	58	5	18	3	011
028000	ALEKNAGIK	41	3	3	66	3	13	3	011
052000	ANIAK	41	4	3	87	3	15	3	012
874001	TANANA ELEM	41	3	3	21	4	15	4	016
628001	NULATO ELEM	41		3	28	4	15	4	014

STATE OPERATED ELEMENTARY SCHOOLS
WITH HEADSTART PROGRAMS

049000	ANGOON	41	1	1	58	1	03	4 018
322001	FORT YUKON ELEM	41	1	1	98	4	16	4 019
319000	FORTUNA LEDGE	41	1	3	28	3	19	2 009
424000	KALTAG	41	1	3	37	4	15	2 012
469000	KIVALINA	41	1	3	26	5	17	1 003
536000	MANOKOTAK	41	1	3	73	3	13	4 016
597000	NEW STUYAHOK	41	1	3	62	3	13	3 011
608000	NOATAK	41	1	3	34	5	17	2 006
616000	NOORVIK	41	1	3	33	5	17	4 017
691000	POINT HOPE	41	1	3	14	5	17	4 015
784000	SELAWIK	41	1	3	51	5	17	3 015
898000	TOGIAK	41	1	3	66	3	13	4 016

STATE OPERATED ELEMENTARY SCHOOLS WITH KINDERGARTENS

044000	ANDERSON VILLAGE	41		1	01	3	15	3 014
058000	ANNETTE ISLAND	41		1	01	1	01	4 020
064000	ARCTIC VILLAGE	41	4	1	97	4	16	2 007
067000	ATKA	41		1	16	2	12	1 001
068000	ATMAUTUAK	41		1	50	3	14	2 010
097001	BETHEL ELEM	41		1	30	3	14	4 090
233010	DELTA JUNCTION ELEM	41	3	1	11	4	16	4 026
268000	EKWOK	41		1	98	3	13	1 004
340001	GLENNALLEN ELEM	41	4	1	27	2	06	4 019
544001	MCGRATH ELEM	41		1	21	3	15	3 015
562001	METLAKATLA ELEM	41		1	72	1	01	4 035
622000	NORTHWAY	41	3	1	62	4	16	2 008
639000	OHOGENAKALE	41		1	53	3	13	1 001
742000	RAMPART	41		1	14	4	15	1 002
754000	ST GEORGE ISLAND	41		1	03	2	12	2 006
769000	ST PAUL ISLAND	41	3	1	11	2	12	4 016
901001	TOK JUNCTION ELEM	41		1	21	4	16	4 020

ON-BASE ELEMENTARY SCHOOLS

265030	EIELSON, PENNELL ELEM	31	9	4 16	9 000
265050	EIELSON, TEMPORARY	31	1	4 16	4 185
280010	ELMENDORF, AURORA ELEM	31	1	2 08	4 120
280015	ELMENDORF, MT ILIAMNA	31	1	2 08	4 120
280020	ELMENDORF, MT SPURR	31	1	2 08	4 080
280040	ELMENDORF, SUNFLOWER	31	9	2 08	9 000
313020	FT RICH, J F KENNEDY	31	1	2 08	4 080
313030	FT RICH, URSA MAJOR EL	31	1	2 08	4 080
313040	FT RICH, URSA MINOR EL	31	1	2 08	4 055
318010	FT WAIN, AURORA ELEM	31	3	4 16	9 000
318020	FT WAIN, BIRCH	31	9	4 16	9 000
318030	FT WAIN, CHENA ELEM	31	1	4 16	4 080
004000	Adak ON BASE	31	1	2 12	4 065
310000	Ft. Greely on Base	31	1	4 16	4 030

BIA ELEMENTARY SCHOOLS

013000	AKIACHAK	51	3	1	50	3	14	2	010
016000	AKIAK	51	1	3	50	3	14	2	008
022000	ALAKANUK	51	1	3	50	3	19	2	006
076000	BARROW	51	1	1	50	5	17	4	040
077000	BARTER ISLAND	51		3	50	4	16	2	007
085000	BEAVER	51		3	50	4	16	1	002
117000	BREVIG MISSION	51	4	3	50	5	18	1	004
163000	CHEFORNAK	51		3	50	3	14	1	005
154000	CHEVAK	51	1	3	50	3	19	3	012
244000	DIOMEDE	51		3	50	5	19	2	010
259000	EEK	51	4	3	50	3	14	3	011
274000	ELIM	51	3	3	50	5	18	2	010
285000	EMMONAK	51	1	3	50	3	19	2	010
334000	GAMBELL	51	1	3	50	5	19	1	005
343000	GOLOVIN	51	4	3	50	5	19	1	006
346000	GOODNEWS BAY	51	3	3	50	3	14	2	010
350000	GRAYLING	51	4	3	50	3	14	2	007
388000	HOOPER BAY	51	1	1	50	3	19	4	021
427000	KALSKAG	51	1	3	50	3	15	1	004
433000	KASIGLUK	51	3	3	50	3	14	2	010
454000	KIANA	51	1	3	50	5	17	1	005
464000	KIPNUK	51	3	3	50	3	14	3	013
475000	KLUKWAN	51		3	50	1	05	1	005
453000	KOTLIK	51	3	3	50	3	19	1	005
496000	KOTZEBUE	51	1	1	50	5	17	4	074
505000	KWETHLUK	51	1	3	50	3	14	1	005
507000	KWIGILLINGOK	51	1	3	50	3	14	1	001
533000	LOWER KALSKAG	51	3	3	50	3	15	2	010
553000	MEKORYUK	51	1	3	50	3	14	1	005
577000	MOUNTAIN VILLAGE	51	1	3	50	3	19	3	015
582000	NAPAKIAK	51	3	3	50	3	14	3	013
586000	NAPASKIAK	51	3	3	50	3	14	2	010
596000	NEWTOK	51		3	50	3	14	1	001
599000	NIGHTMUTE	51		3	50	3	14	1	004
631000	NUNAPITCHUK	51	1	3	50	3	14	2	010
647000	OSCARVILLE	51		3	50	3	14	1	005
678000	PILOT STATION	51	1	3	50	3	19	2	007
739000	QUINHAGAK	51	4	3	50	3	14	2	008
760000	SAINT MICHAEL	51	1	3	50	5	18	2	007
781000	SAVOONGA	51	1	3	50	5	19	3	014
782000	SCAMMON BAY	51	4	3	50	3	19	2	008
796000	SHAGELUK	51		3	50	3	15	1	005
799000	SHAKTOOLIK	51	4	3	50	5	19	1	002
805000	SHELDON POINT	51		3	50	3	19	2	010
835000	STEBBINS	51	3	3	50	5	19	1	005
892000	TETLIN	51		3	50	4	16	1	005
902000	TOKSOOK BAY	51	4	3	50	3	14	2	010
910000	TULUKSAK	51	3	3	50	3	14	2	006
909000	TUNTUTULIAK	51	3	3	50	3	14	2	009
912000	TUNUNAK	51	4	3	50	3	14	1	003
922000	UNALAKLEET	51	3	1	50	5	19	4	020
940000	VENETIE	51		3	50	4	16	1	005
943000	WAINWRIGHT	51	1	3	50	5	17	2	010

MISCELLANEOUS ELEMENTARY SCHOOLS

379901	ALASKA CHRISTIAN	81	9	2	10	9 000
040901	ALL SAINTS TULLER	81	9	2	08	9 000
040963	ANCHORAGE SDA	81	3	2	08	9 000
451901	BLOOM SDA	81	3	1	02	9 000
028901	BRISTOL BAY MISSION	81	9	3	13	9 000
241901	DILLINGHAM SDA	81	3	3	13	9 000
295901	FAIRBANKS SDA	81	3	4	16	9 000
451903	HOLY NAME	81	3	1	02	9 000
295905	IMMACULATE CONCEPTION	81	3	4	16	9 000
418901	JUNEAU SDA	81	3	1	04	9 000
451905	KETCHIKAN SDA	81	3	1	02	9 000
649901	MATANUSKA VALLEY SDA	81	3	2	07	9 000
505901	MORAVIAN CHILDRENS HME	81	3	3	14	9 000
814901	SITKA SDA	81	3	1	03	9 000
481901	ST MARYS (KODIAK)	81	1	3	19	9 000